

Management and Leadership of Nonprofit Organizations Winter 2018 Course Syllabus – WYP1621H

Wycliffe College, Toronto School of Theology



This description is intended to support the course selection process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of this description are subject to change before the course begins. The final course syllabus will be available to registered students at the beginning of the course.

(Revision: December 2017)

Course Identification

Course Name:	WYP1621HF Management and Leadership of Nonprofit Organizations
Course Format:	Hybrid: classroom intensives plus on-line pre- and post-assignments
Location:	Wycliffe College, University of Toronto
Classroom times:	8:45am-4:30pm each day
Course dates:	Jan 12-Feb 2, 2018: Pre-work - book reviews (online) Fri & Sat, Feb 2-3 and Feb 9-10, 2018: classroom intensives (on campus) Feb 11 – March 28, 2018: final projects (online)

Instructor Information

Co-instructor:	David Kupp
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Course Prerequisites

No pre-requisites

Course Description

In this course, students examine several unique characteristics and roles of nonprofit organizations, including urban agencies, NGOs, churches and community-based organizations. Core issues and practices pertaining to the effective management and leadership of nonprofit organizations within diverse contexts will be explored.

Students in this course will focus on six significant capacity areas of nonprofit management and leadership: Strategy, Human Resources, Financial Stewardship, Resource Development, Program, and Team Leadership. The course begins with an assignment of individual reading and book reviews, and includes an assignment with each student's articulation of a 3-year Organizational Development Plan, and culminates with a research paper.

Guided by the instructor, students engage in scholarly research into several key topics critical to effective leadership of nonprofit organizations. These theoretical discussions link directly to their practical application in achieving an organization's mission and mandate. Students also reflect on their own personal journey in nonprofit work, developing the own applied philosophy of Christian leadership, within a team context.

Course Methodology

The methodology for this course is hybrid, involving individual pre-work, four intensive classroom days on campus, and a final project (see dates above). The work prior to the classroom intensive, and the projects during and after the classroom time will encapsulate reading, analysis, adult learning and participation, practical application and reflection.

Course Outcomes

Participants will have:

- **Reflected** upon a biblical understanding of leadership and charitable service (Annex A).
- **Articulated** a personal philosophy of team leadership in context (Annex A).
- **Completed** research-based inquiry into specific topics rooted in the practical application of course content within a nonprofit (Annex B).
- **Submitted** organization-specific action plans for the further development of its capacities in strategy, finances, human resources and team leadership (Annex B).
- **Synthesized** organizational leadership research and theory with practical insights gained from the required reading (Annex C).
- **Applied** a range of research findings to increase the effectiveness of a church

or community-based organization through a 3-year Organizational Development Plan (Annex C).

Evaluation requirements

<i>Assignment</i>	<i>Description</i>	<i>%</i>	<i>Annex</i>
Book Reviews	Students read all four required course text books. Students complete two book reviews, each approximately 1,200 words, on their choice of two of the four required course texts. Due: February 1, 2018	20	A
Create an Organizational Development plan	In a 12-15 page report (4,000 words) you will reflect upon six capacity areas for nonprofit management and leadership. A series of assignments will allow you to create a framework to guide your organization to increase its ability to attain its missional results. Due: March 9, 2018	40	B
Research Paper on Leadership & Management	With the guidance of the instructor, you will complete additional scholarly research leading to a 3,000-word paper that explores a critical issue related to leadership of a community-based organization. This paper will require students to engage in a theoretical discussion of the topic and explore its practical application for nonprofits. Proposal due: February 19, 2018 Final paper due: March 23, 2018	30	C
Class & Forum Participation		10	D
		100	

Course Resources

Required course texts:

Barrett, Frank J. *Yes to the Mess: Surprising Leadership Lessons from Jazz*. Cambridge, Mass: Harvard Business Press, 2012.

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco: Jossey-Bass, 2002.

Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: The Crossroad Publishing Company, 1992.

Rothschild, Steve. *The Non Nonprofit: For-Profit Thinking for Nonprofit Success*. San Francisco: Jossey-Bass, 2012.

Rowe, Brewster (2017). "Leadership & Management Workbook." (cost is \$30 and will be available in class)

Recommended (these resources will be referred to during the course)

Blanchard, K. H., and D.Z. Zigarmi. *Leadership and the One Minute Manager: Increasing Effectiveness through Situational Leadership II*. Updated edition. New York: William Morrow, 2013.

Bridges, William. *Resources for Organizations in Transition*. William Bridges & Associates, 1987.

Collins, Jim and Jerry Porras. "Building Your Company's Vision." *Harvard Business Review* 74, no.5 (September-October 1996): 65-77.

Katzenbach, Jon, and Douglas Smith. *The Wisdom of Teams: Creating the High-Performance Organization*. New York. Harvard Business Review Press, 2003.

Morgeson, Frederick, D. Scott DeRue, Elizabeth Karam. "Leadership in Teams: A Functional Approach to Understanding Leadership Structures and Processes." *Journal of Management* 36, no.1 (2009): 5-39.

Peters, Tom, and Robert Waterman. *In Search of Excellence: Lessons from America's Best-Run Companies*. New York: Harper & Row, 1982.

Smith, M. K. "Bruce W. Tuckman – forming, storming, norming and performing in groups." *The encyclopaedia of informal education*. InFed, YMCA George Williams College, 2005. <http://infed.org/mobi/bruce-w-tuckman-forming-storming-norming-and-performing-in-groups/>.

Thomas, Kenneth, and Ralph Kilmann. *Thomas Kilmann Conflict Mode Instrument*. <http://www.kilmanndiagnostics.com>

Toycen, Dave, and Brian Stiller. *Conversations in Leadership*. Mississauga, ON: World Vision Canadian Programs, 2008.

Wheeler, Susan. *Creating Effective Teams* (Chapter 6). Thousand Oaks, CA: Sage Publications, 2010.

Guidelines and Policies on Assignment Extensions & Academic Integrity

Academic research and writing. For helpful advice on academic research and writing see <http://www.writing.utoronto.ca/advice>.

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information

is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics.

An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). Students are assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Late Assignments and Grading.

Students are expected to complete all course work by the posted deadlines. Under **exceptional circumstances**, with the written permission of the instructor, students may request an official extension (SDF = “standing deferred”) beyond the end of term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than two weeks before the completion of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

During the course, beginning on the day after any due date, one percentage point per day will be deducted from any assignment submitted late without permission. At the end of the course, one percentage point per day will be deducted from the overall course grade if an SDF extension has not been requested before the stated deadline.

Course grades. Consistent with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or TST and Wycliffe College's grading policy.

TST Grading scale

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post- baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Integrity, Content, Format

- **New readings.** The readings undertaken for this course must be from materials that are new to the student. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.
- **New work.** The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.
- **Written assignments will follow the style and format guidelines** provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style*, 15th edition, and its student version, Turabian's *Manual for Writers*, 7th edition). See <http://www.writing.utoronto.ca/advice/using-sources/documentation>. See the “Quick Guide” to this style at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.
- **Terms relating to sex and gender** will follow the TST writing guidelines. See chapter 14 “Elimination of Stereotyping in Written Communication” in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the “fair and representative depiction of people with disabilities.” See also the guidelines for unbiased language on the University website (go to <http://www.writing.utoronto.ca/advice> and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

Annex A: Book Review Assignment (20% of Grade)

Book reviews typically evaluate recently written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.

During this course, we will focus on the four books below. You are expected to read all four of them, but you will only need to complete book reviews on **two** of the books.

Barrett, Frank J. *Yes to the Mess: Surprising Leadership Lessons from Jazz*. Cambridge, Mass: Harvard Business Press, 2012.

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco: Jossey-Bass, 2002.

Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: The Crossroad Publishing Company, 1992.

Rothschild, Steve. *The Non Nonprofit: For-Profit Thinking for Nonprofit Success*. San Francisco: Jossey-Bass, 2012.

Consider the following in your review.

1. **Critique** the thesis and core principles through these questions:
 - a. What concept(s) of the book would you *affirm*?
 - b. What concept(s) of the book would you *add*?
 - c. What concept(s) of the book would you challenge?
2. **Analyze** a scenario from your own life or ministry by applying the key ideas of this book.
3. **Summarize** your assessment of the author's argument which supports the book's thesis.
4. **Create** a set of 2-4 recommendations for you and/or your ministry based on your reflections through this process.

It is assumed that each book review will be approximately 1,200 words. Note that these book reviews will be shared with other students on the BlackBoard discussion board, and will be peer reviewed.

Higher marks are given for depth of analysis, integration of personal reflection/story, writing style, grammar and adherence to proper referencing guides.

Notes: Assignments not received by the deadline will be subject to a lower grade (see guidelines above). All assignments must adhere to the Univ of Toronto referencing and style requirements. See above for links.

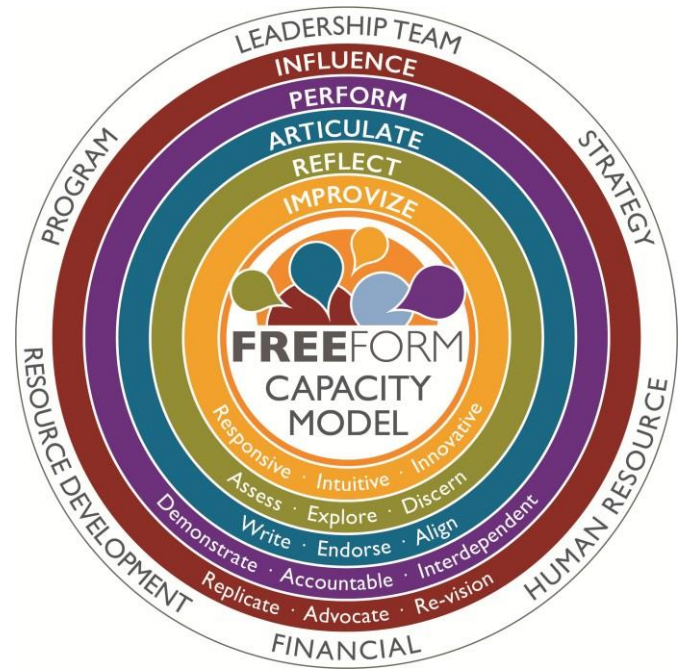
If you have any questions, please do not hesitate to contact: carminmacmillan@gmail.com

Annex B: Organizational Development Plan (40% of grade)

In a **12-15 page** report (4,000 words) you will reflect upon six capacity areas for nonprofit management and leadership. A series of assignments will allow you to

create a framework to guide your organization to increase your ability to attain its missional results.

1. **Review** the assessment and action plans you have created through the workshops
 - 1) Shared Mandate Action Plan
 - 2) Leadership Team Action Plan
 - 3) Financial Stewardship Assessment
 - 4) Resource Development Assessment
 - 5) Human Resource Assessment
 - 6) Strategy Assessment
2. **Reflect** upon each of the 5 stages of Organizational Development and create a 3- year plan to increase your ability to attain its missional results.
3. **Analyze** the action plans and assessments created during and following the workshop.
4. **Integrate** your own personal learning and growth from required and recommended reading.
5. **Create** a set key recommendations and implementation plan for your organization.



Evaluation Criteria	
	Mark
Depth of critical analysis	10
Integration of personal learning and growth	10
Recommendations and Implementation plan	10
Clarity of writing (grammar, spelling, and recognized writing style)	5

Notes: Assignments not received by the deadline will be subject to a lower grade (see guidelines above). All assignments must adhere to the Univ of Toronto referencing and style requirements. See above for links.

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Annex C: Research Paper (30% of Grade)

This is a **3,000-word** evidence-based research paper. Each student will propose a topic, specific research question and outline for this final paper on the capacity of Leadership and/or Management. This topic and research question to be discussed with the instructor. Students will submit a single-page project proposal justifying their research topic and proposed resources. The one-page project proposal also provides opportunity and freedom to revise the paper's direction, in dialogue with the instructor.

Each single-page project proposal will provide the rationale for the topic choice, and the focused question being explored. The topic should be rooted in a question derived from the critical reflection on your organization.

Topic proposals should explain:

1. Name the topic
2. State the research question
3. Describe rationale for choosing this topic, and its link to the critical reflection of your strategy
4. Learning outcomes of the paper
5. List of possible resources to investigate

Evaluation Criteria	
	Mark
Quality of project proposal	5
Understanding, analysis of the chosen topic	10
Evidence of research from external sources and Scriptural (including course material)	10
Soundness of recommendations for integration and application within your organization or ministry context	5
Quality of writing (including grammar, spelling, adherence to U of T format and style)	5

Notes: Assignments not received by the deadline will be subject to a lower grade (see guidelines above). All assignments must adhere to the Univ of Toronto referencing and style requirements. See above for links.

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Annex D: Class Participation and Forum Discussions (10% of Grade)

With only four days of classroom sessions for this course, attendance is essential at all sessions. Active participation is required in each classroom session and assumes a thorough understanding of assigned readings, evidence of exploration of some

additional recommended readings, full engagement in classroom learning events and activities (active listening, verbal, visual and kinesthetic) and completion of in-class and extra-class assignments. A variety of participatory learning technologies will be explored and employed together by instructors and students.

"Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria. The criteria focus on what you demonstrate, and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. The average level of participation to satisfy the criteria for this class would be a '3'." (Maznevski, 1996)

Grade Range	Criteria
10 (A/A+)	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g. readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material; for example, puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement
8-9 (A-/B+)	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts such as life experience) to class. • Contributes well to discussion in an ongoing way: responds to other participants' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
7 (B)	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g. straight from the case or reading), without elaboration, or does so very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
6 (B-)	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
0 (F)	<ul style="list-style-type: none"> • Absent

Maznevski, Martha. "Grading Class Participation." *Teaching Concerns: A newsletter for faculty and teaching assistants* (January, 1996): 1-3. Retrieved from <http://cte.virginia.edu/resources/grading-class-participation-2/>